Grade 12 ELA Scope and Sequence SY 14-15

Unit Theme	Unit Dates and Duration	Unit Focus	Reading: Literature RL.12.1, RL.12.2 and RL.12.10 apply to each unit.	Reading: Informational Text RI.12.1, RI.12.2 and RI.12.10 apply to each unit.	Writing W.12.4, W.12.5, W.12.9 and W.12.10 apply to each unit.	Speaking and Listening SL.12.1 and SL.12.6 apply to each unit.	Language L.12.1, L.12.2, and L.12.4 (a), (b) apply to each unit.
1 What's So Funny?	8/25/14 to 10/09/14 (Instructional Days: 33)	Students examine the concept of comedy from the classical genre to the many variations of humor (e.g. irony, satire, parody, dark humor, etc) both in fiction and non-fiction, and in texts from multiple cultures. Evidence-based writing focuses on explaining the techniques that authors use in order to make the reader laugh.	RL.12.1 RL.12.2 RL.12.3 RL.12.5 RL.12.6 RL.12.7	RI.12.1 RI.12.2 RI.12.4 RI.12.6	W.12.2 W.12.4 W.12.5 W.12.9 W.12.10	SL.12.1 SL.12.6	L.12.1 L.12.2 L.12.4
2 The Mighty Pen	10/14/14 to 12/12/14 (Instructional Days: 38.5)	Students consider the themes of oppression and resistance within literature. With a focus on point of view and word choice, students will examine how authors around the world have used words to identify, describe and resist oppression. Evidence-based writing focuses on explaining how authors skillfully create a tone that enhances their message.	RL.12.1 RL.12.2 RL.12.4 RL.12.9	RI.12.1 RI.12.2 RI.12.3 RI.12.9	W.12.2 W.12.4 W.12.5 W.12.9 W.12.10	SL.12.1 SL.12.3 SL.12.6	L.12.1 L.12.2 L.12.4 (a), (b) L.12.5
3 What's the Big Deal?	12/15/14 to 2/12/15 (Instructional Days: 32.5)	Students use informational text to consider controversies and contemporary issues and why they should care about them. Students will form judgments and take positions about a self-selected issue. Evidence-based writing focuses on collecting facts from valid sources to clarify the controversy and arguing a position for or against the controversial issue.	RL.12.1 RL.12.2	RI.12.1 RI.12.2 RI.12.5 RI.12.8	W.12.1 W.12.4 W.12.5 W.12.7 W.12.8 W.12.9 W.12.10	SL.12.1 SL.12.2 SL.12.6	L.12.1 L.12.2 L.12.4 (a), (b)
4 Imagining the Future	2/17/15 to 4/10/15 (Instructional Days: 36.5)	Students explore literature and non-fiction that anticipate the future, usually not optimistically. They will consider what central messages about their current societies the authors convey through their imaginary future worlds. Evidence-based writing focuses on using information gleaned from other sources to arguing a position about the fate of humans in the future.	RL.12.1 RL.12.2 RL.12.5	RI.12.1 RI.12.2 RI.12.7 RI.12.8	W.12.1 W.12.4 W.12.5 W.12.7 W.12.8 W.12.9 W.12.10	SL.12.1 SL.12.4 SL.12.6	L.12.1 L.12.2 L.12.4 (a), (b)
5 Wo(Man)	4/20/15 to 6/17/15 (Instructional Days: 40.5)	Students compare and contrast what men and women do and think in various poems, essays, memoirs and fiction from around the world. In addition to new texts, students may reread familiar texts with a fresh focus on gender roles. Evidence-based writing focuses on crafting narratives that depict real or imagined experiences or events involving classic or modern male and female archetypes.	RL.12.1 RL.12.2 RL.12.3	RI.12.1 RI.12.2 RI.12.3	W.12.3 W.12.4 W.12.5 W.12.6 W.12.9 W.12.10	SL.12.1 SL.12.5 SL.12.6	L.12.1 L.12.2 L.12.4 (a), (b) L.12.6

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Unit	Reading: Literature	Reading:	Writing	Speaking and Listening	Language
Information	RL.12.1, RL.12.2 and	Informational Text	W.12.4, W.12.5, W.12.9 and W.12.10 apply to each	SL.12.1 and SL.12.6 apply to each unit.	L.12.1, L.12.2, L.12.4 (a), (b) apply
	RL.12.10 apply to each	RI.12.1, RI.12.2 and	unit.		to each unit.
	unit.	RI.12.10 apply to each			
		unit.			
1	RL.12.1 Cite strong and thorough	RI.12.1 Cite strong and thorough	W.12.2 Write informative/explanatory texts to examine and convey	SL.12.1 Initiate and participate effectively in a range of	L.12.1 Demonstrate the command of the
What's So Funny?	textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including	complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (a) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified	collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 12 topics, texts, and issues,</i> building on others' ideas and expressing their own clearly and persuasively.	conventions of standard English grammar and writing or speaking. (a) Apply the understanding that usage is a matter of convention, can change over time,
8/25/14		determining where the text	whole; include formatting (e.g., headings), graphics (e.g., figures, tables),	(a) Come to discussions prepared, having read and	and is sometimes contested.
to	RL.12.2 Determine two or more themes or central ideas of a text and	leaves matters uncertain.	and multimedia when useful to aiding comprehension.	researched material under	(b) Resolve issues of complex or contested
10/09/14 (Instructional Days: 33)	analyze their development over the	RI.12.2 Determine two or more	(b) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other	study; explicitly draw on that preparation by referring to evidence from texts	usage, consulting references (e.g., Merriam- Webster Dictionary of English Usage, Garner's
	course of the text, including how they interact and build on one	central ideas of a text and analyze their development over the	information and examples appropriate to the audience's knowledge of the topic.	and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	Modern American Usage) as needed.
Students examine the concept of comedy from the	another to produce a complex	course of the text, including how	(c) Use appropriate and varied transitions and syntax to link the major	(b) Work with peers to promote civil, democratic	L.12.2 Demonstrate the command of the
classical genre to the many	account; provide an objective summary of the text.	they interact and build on one	sections of the text, create cohesion, and clarify the relationships among	discussions and decision making, set clear goals and	conventions of standard English
variations of humor (e.g.	,	another to provide a complex	complex ideas and concepts.	deadlines, and establish individual roles as needed.	capitalization, punctuation, and spelling when
irony, satire, parody, dark humor, etc) both in fiction	RL.12.3 Analyze the impact of the author's choices regarding how to	analysis; provide an objective summary of the text.	(d) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	(c) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a	writing. (a) Observe hyphenation conventions.
and non-fiction, and in texts	develop and relate elements of a	summary of the text.	(e) Establish and maintain a formal style and objective tone while attending	hearing for a full range of positions on a topic or issue;	(b) Spell correctly.
from multiple cultures.	story or drama (e.g., where a story is set, how the action is ordered, how	RI.12.4 Determine the meaning	to the norms and conventions of the discipline in which they are writing.	clarify, verify, or challenge ideas and conclusions; and	
Evidence-based writing	the characters are introduced and	of words and phrases as they are	(f) Provide a concluding statement or section that follows from and	promote divergent and creative perspectives.	L.12.4 Determine or clarify the meaning of
focuses on explaining the techniques that authors use	developed).	used in a text, including figurative, connotative, and	supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	(d) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all	unknown and multiple-meaning words and phrases based on <i>grade 12 reading and</i>
in order to make the reader	RL.12.5 Analyze how an author's	technical meanings; analyze how	implications of the significance of the topic).	sides of an issue; resolve contradictions when possible;	content, choosing flexibly from a range of
laugh.	choices concerning how to structure	an author uses and refines the	W.12.4 Produce clear and coherent writing in which the development,	and determine what additional information or research is	strategies.
	specific parts of a text (e.g., the choice of where to begin or end a	meaning of a key term or terms over the course of a text (e.g.,	organization, and style are appropriate to task, purpose, and audience.	required to deepen the investigation or complete the task.	(a) Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's
	story, the choice to provide a	how Madison defines faction in	W.12.5 Develop and strengthen writing as needed by planning, revising,	SL.12.6 Adapt speech to a variety of contexts and tasks,	position or function in a sentence) as a clue to
	comedic or tragic resolution) contribute to its overall structure	Federalist No. 10).	editing, rewriting, or trying a new approach, focusing on addressing what is	demonstrating a command of formal English when	the meaning of a word or phrase.
	and meaning as well as its aesthetic		most significant for a specific purpose and audience.	indicated or appropriate.	(b) Identify and correctly use patterns of word
	impact.	RI.12.6 Determine an author's point of view or purpose in a text	W.12.9 Draw evidence from literary or informational texts to support		changes that indicate different meanings or parts of speech (e.g., conceive, conception,
	RL.12.6 Analyze a case in which	in which the rhetoric is	analysis, reflection, and research.		conceivable).
	grasping point of view requires	particularly effective, analyzing	(a) Apply grades 12 Reading standards to literature (e.g., "Demonstrate		(c) Consult general and specialized reference
	distinguishing what is directly stated in a text from what is really meant	how style and content contribute	knowledge of eighteenth-, nineteenth-, and early-twentieth-century		materials (e.g., dictionaries, glossaries,
	(e.g., satire, sarcasm, irony, or	to the power, persuasiveness, or beauty of the text.	foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").		thesauruses), both print and digital, to find the pronunciation of a word or determine or
	understatement).	beauty of the text.	(b) Apply grades 12 Reading standards to literary nonfiction (e.g.,		clarify its precise meaning, its part of speech,
	RL.12.7 Analyze multiple		"Delineate and evaluate the reasoning of seminal U.S. texts, including the		its etymology, or its standard usage.
	interpretations of a story, drama, or poem (e.g., recorded or live		application of constitutional principles and use of legal reasoning (e.g., in		(d) Verify the preliminary determination of
	production of a play or recorded		U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i> ,		the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in
	novel or poetry), evaluating how		presidential addresses]").		a dictionary).
	each version interprets the source text.				
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Unit	Reading: Literature	Reading:	Writing	Speaking and Listening	Language
Information	RL.12.1, RL.12.2 and	Informational Text	W.12.4, W.12.5, W.12.9 and W.12.10 apply to each	SL.12.1 and SL.12.6 apply to each unit.	L.12.1, L.12.2, L.12.4 (a), (b) apply
	RL.12.10 apply to each	RI.12.1, RI.12.2 and	unit.	11 /	to each unit.
	unit.	RI.12.10 apply to each			to each anne
	diffe.	• • •			
	PL 42.4 Charles and	unit.	W42 2 With teferent of entertainty to the entertainty	CL 42.4 Little and and interest official all the course of	1.42.4 Decreased at the consequent of the
2	RL.12.1 Cite strong and thorough textual evidence to	RI.12.1 Cite strong and thorough textual evidence to support	W.12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through	SL.12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and	L.12.1 Demonstrate the command of the conventions of standard English grammar and
The Mighty Pen	support analysis of what the	analysis of what the text says	the effective selection, organization, and analysis of content.	teacher-led) with diverse partners on grade 12 topics,	writing or speaking.
The imaginey i en	text says explicitly as well as	explicitly as well as inferences	(a) Introduce a topic; organize complex ideas, concepts, and information so	texts, and issues, building on others' ideas and expressing	(a) Apply the understanding that usage is a
10/14/14	inferences drawn from the text,	drawn from the text, including	that each new element builds on that which precedes it to create a unified	their own clearly and persuasively.	matter of convention, can change over time,
to	including determining where	determining where the text	whole; include formatting (e.g., headings), graphics (e.g., figures, tables),	(a) Come to discussions prepared, having read and	and is sometimes contested.
12/12/14	the text leaves matters	leaves matters uncertain.	and multimedia when useful to aiding comprehension.	researched material under	(b) Resolve issues of complex or contested
(Instructional Days: 38.5)	uncertain.		(b) Develop the topic thoroughly by selecting the most significant and	study; explicitly draw on that preparation by referring to	usage, consulting references (e.g., Merriam-
Charles to a second and be allowed	PI 42.2 Deleveries I version	RI.12.2 Determine two or more	relevant facts, extended definitions, concrete details, quotations, or other	evidence from texts and other research on the topic or	Webster Dictionary of English Usage, Garner's
Students consider the themes of oppression and resistance	RL.12.2 Determine two or more themes or central ideas of a text	central ideas of a text and analyze their development over the	information and examples appropriate to the audience's knowledge of the topic.	issue to stimulate a thoughtful, well-reasoned exchange of ideas.	Modern American Usage) as needed.
within literature. With a	and analyze their development	course of the text, including how	(c) Use appropriate and varied transitions and syntax to link the major	(b) Work with peers to promote civil, democratic	L.12.2 Demonstrate the command of the
focus on point of view and	over the course of the text.	they interact and build on one	sections of the text, create cohesion, and clarify the relationships among	discussions and decision making, set clear goals and	conventions of standard English
word choice, students will	including how they interact and	another to provide a complex	complex ideas and concepts.	deadlines, and establish individual roles as needed.	capitalization, punctuation, and spelling when
examine how authors around	build on one another to produce	analysis; provide an objective	(d) Use precise language, domain-specific vocabulary, and techniques such	(c) Propel conversations by posing and responding to	writing.
the world have used words to	a complex account; provide an	summary of the text.	as metaphor, simile, and analogy to manage the complexity of the topic.	questions that probe reasoning and evidence; ensure a	(a) Observe hyphenation conventions.
identify, describe and resist	objective summary of the text.		(e) Establish and maintain a formal style and objective tone while attending	hearing for a full range of positions on a topic or issue;	(b) Spell correctly.
oppression. Evidence-based	BL 43 4 Determine the meaning	RI.12.3 Analyze a complex set of	to the norms and conventions of the discipline in which they are writing.	clarify, verify, or challenge ideas and conclusions; and	1.42.4 Determine on denify the magnine of
writing focuses on explaining how authors skillfully create a	RL.12.4 Determine the meaning of words and phrases as they	ideas or sequence of events and explain how specific individuals,	(f) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating	promote divergent and creative perspectives. (d) Respond thoughtfully to diverse perspectives;	L.12.4 Determine or clarify the meaning of unknown and multiple-meaning words and
tone that enhances their	are used in the text, including	ideas, or events interact and	implications or the significance of the topic).	synthesize comments, claims, and evidence made on all	phrases based on <i>grade 12 reading and</i>
message.	figurative and connotative	develop over the course of the	implications of the significance of the topicy.	sides of an issue; resolve contradictions when possible;	content, choosing flexibly from a range of
	meanings; analyze the impact of	text.	W.12.4 Produce clear and coherent writing in which the development,	and determine what additional information or research is	strategies.
	specific word choices on		organization, and style are appropriate to task, purpose, and audience.	required to deepen the investigation or complete the task.	(a) Use context (e.g., the overall meaning of a
	meaning and tone, including	RI.12.9 Analyze seventeenth-,			sentence, paragraph, or text; a word's
	words with multiple meanings	eighteenth, and nineteenth-	W.12.5 Develop and strengthen writing as needed by planning, revising,	SL.12.3 Evaluate a speaker's point of view, reasoning, and	position or function in a sentence) as a clue to
	or language that is particularly	century foundational U.S.	editing, rewriting, or trying a new approach, focusing on addressing what is	use of evidence and rhetoric, assessing the stance,	the meaning of a word or phrase.
	fresh, engaging, or beautiful.	documents of historical and literary significance (including The	most significant for a specific purpose and audience.	premises, links among ideas, work choice, points of emphasis, and tone used.	(b) Identify and correctly use patterns of word changes that indicate different meanings or
	RL.12.9 Demonstrate	Declaration of Independence, the	W.12.9 Draw evidence from literary or informational texts to support	emphasis, and tone used.	parts of speech (e.g., conceive, conception,
	knowledge of eighteenth-,	Preamble to the Constitution, the	analysis, reflection, and research.	SL.12.6 Adapt speech to a variety of contexts and tasks,	conceivable).
	nineteenth- and early-	Bill of Rights, and Lincoln's	(a) Apply grades 12 Reading standards to literature (e.g., "Demonstrate	demonstrating a command of formal English when	,
	twentieth-century foundational	Second Inaugural Address) for	knowledge of eighteenth-, nineteenth-, and early-twentieth-century	indicated or appropriate.	L.12.5 Demonstrate understanding of
	works of American literature,	their themes, purposes, and	foundational works of American literature, including how two or more		figurative language, word relationships, and
	including how two or more texts	rhetorical features.	texts from the same period treat similar themes or topics").		nuances in word meanings.
	from the same period treat		(b) Apply <i>grades 12 Reading standards</i> to literary nonfiction (e.g.,		(a) Interpret figures of speech (e.g.,
	similar themes or topics.		"Delineate and evaluate the reasoning of seminal U.S. texts, including the application of constitutional principles and use of legal reasoning {e.g., in		hyperbole, paradox) in context and analyze their role in the text.
			U.S. Supreme Court Case majority opinions and dissents] and the premises,		(b) Analyze nuances in the meaning of words
			purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i> ,		with similar denotations.
			presidential addresses]").		

Unit	Reading: Literature	Reading:	Writing	Speaking and Listening	Language
Information	RL.12.1, RL.12.2 and	Informational Text	W.12.4, W.12.5, W.12.9 and W.12.10 apply to each	SL.12.1 and SL.12.6 apply to each unit.	L.12.1, L.12.2, L.12.4 (a), (b) apply
	RL.12.10 apply to each	RI.12.1, RI.12.2 and	unit.		to each unit.
	unit.	RI.12.10 apply to each			
3	RL.12.1 Cite strong and		W.12.1 Write arguments to support claims in an analysis of substantive topics or	SL.12.1 Initiate and participate effectively in a range of	L.12.1 Demonstrate the command of the
What's the Big Deal? 12/15/14 to 2/12/15 (Instructional Days: 32.5) Students use informational text to consider controversies and contemporary issues and why they should care about them. Students will form judgments and take positions about a self-selected issue. Evidence-based writing focuses on collecting facts from valid sources to clarify the controversy and arguing a position for or against the controversial issue.	RL.12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. RL.12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	unit. RI.12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. RI.12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. RI.12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. RI.12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).	texts, using valid reasoning and relevant and sufficient evidence. (a) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. (b) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. (c) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (d) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (e) Provide a concluding statement or section that follows from and supports the argument presented. W.12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. W.12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. W.12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding	SL.12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (a) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (b) Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed. (c) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (d) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	L.12.1 Demonstrate the command of the conventions of standard English grammar and writing or speaking. (a) Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. (b) Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster Dictionary of English Usage, Garner's Modern American Usage) as needed. L.12.2 Demonstrate the command of the conventions of standard English capitalization, punctuation, and spelling when writing. (a) Observe hyphenation conventions. (b) Spell correctly. L.12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 12 reading and content, choosing flexibly from a range of strategies. (a) Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (b) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
			(b) Apply grades 12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning of seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").		

Unit Information	Reading: Literature RL.12.1, RL.12.2 and	Reading: Informational Text	Writing W.12.4, W.12.5, W.12.9 and W.12.10 apply to each	Speaking and Listening SL.12.1 and SL.12.6 apply to each unit.	Language L.12.1, L.12.2, L.12.4 (a), (b) apply
o.mation	RL.12.10 apply to each	RI.12.1, RI.12.2 and	unit.	SELECT AND SELECT APPLY to Cach anit.	to each unit.
	unit.	RI.12.10 apply to each	unit.		to cach ant.
	unit.	* * *			
4	RL.12.1 Cite strong and	unit. RI.12.1 Cite strong and thorough	W.12.1 Write arguments to support claims in an analysis of substantive topics or	SL.12.1 Initiate and participate effectively in a range of	L.12.1 Demonstrate the command of the
4	thorough textual evidence to	textual evidence to support	texts, using valid reasoning and relevant and sufficient evidence.	collaborative discussions (one-on-one, in groups, and	conventions of standard English grammar and
Imagining the Future	support analysis of what the text says explicitly as well as	analysis of what the text says explicitly as well as inferences	(a) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an	teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing	writing or speaking. (a) Apply the understanding that usage is a
2/17/15	inferences drawn from the text,	drawn from the text, including	organization that logically sequences claim(s), counterclaims, reasons, and evidence. (b) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most	their own clearly and persuasively.	matter of convention, can change over time,
to	including determining where	determining where the text	relevant evidence for each while pointing out the strengths and limitations of both in	(a) Come to discussions prepared, having read and	and is sometimes contested.
4/10/15	the text leaves matters	leaves matters uncertain.	a manner that anticipates the audience's knowledge level, concerns, values, and	researched material under	(b) Resolve issues of complex or contested
(Instructional Days: 36.5)	uncertain.	DI 43 3 Determine true or more	possible biases. (c) Use words, phrases, and clauses as well as varied syntax to link the major sections	study; explicitly draw on that preparation by referring to	usage, consulting references (e.g., Merriam-
Students explore literature	RL.12.2 Determine two or more	RI.12.2 Determine two or more central ideas of a text and analyze	of the text, create cohesion, and clarify the relationships between claim(s) and	evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of	Webster Dictionary of English Usage, Garner's Modern American Usage) as needed.
and non-fiction that	themes or central ideas of a text	their development over the	reasons, between reasons and evidence, and between claim(s) and counterclaims.	ideas.	Wodern American Osage, as needed.
anticipate the future, usually	and analyze their development	course of the text, including how	(d) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	(b) Work with peers to promote civil, democratic	L.12.2 Demonstrate the command of the
not optimistically. They will	over the course of the text,	they interact and build on one	(e) Provide a concluding statement or section that follows from and supports the	discussions and decision making, set clear goals and	conventions of standard English
consider what central	including how they interact and	another to provide a complex	argument presented.	deadlines, and establish individual roles as needed.	capitalization, punctuation, and spelling when
messages about their current	build on one another to produce	analysis; provide an objective	W 13 4 Draduce clear and coherent uniting in which the development aggregation	(c) Propel conversations by posing and responding to	writing.
societies the authors convey	a complex account; provide an	summary of the text.	W.12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	questions that probe reasoning and evidence; ensure a	(a) Observe hyphenation conventions.
through their imaginary future worlds. Evidence-	objective summary of the text.	RI.12.7 Integrate and evaluate		hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and	(b) Spell correctly.
based writing focuses on	RL.12.5 Analyze how an author's	multiple sources of information	W.12.5 Develop and strengthen writing as needed by planning, revising, editing,	promote divergent and creative perspectives.	L.12.4 Determine or clarify the meaning of
using information gleaned	choices concerning how to	presented in different	rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	(d) Respond thoughtfully to diverse perspectives;	unknown and multiple-meaning words and
from other sources to arguing	structure specific parts of a text	media or formats (e.g., visually,		synthesize comments, claims, and evidence made on all	phrases based on grade 12 reading and
a position about the fate of	(e.g., the choice of where to	quantitatively) as well as in words	W.12.7 Conduct short as well as more sustained research projects to answer a	sides of an issue; resolve contradictions when possible;	content, choosing flexibly from a range of
humans in the future.	begin or end a story, the choice	in order to address a question or	question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject,	and determine what additional information or research is	strategies.
	to provide a comedic or tragic resolution) contribute to its	solve a problem.	demonstrating understanding of the subject under investigation.	required to deepen the investigation or complete the task.	(a) Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's
	overall structure and meaning	RI.12.8 Delineate and evaluate	WARREN TO THE REAL PROPERTY OF THE PROPERTY OF	SL.12.4 Present information, findings, and supporting	position or function in a sentence) as a clue to
	as well as its aesthetic impact.	the reasoning in seminal U.S.	W.12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of	evidence, conveying a clear and distinct perspective, such	the meaning of a word or phrase.
	•	texts, including the application of	each source in terms of the task, purpose, and audience; integrate information into	that listeners can follow the line of reasoning, alternative	(b) Identify and correctly use patterns of word
		constitutional principles and use	the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance	or opposing perspectives are addressed, and the	changes that indicate different meanings or
		of legal reasoning (e.g., in U.S.	on any one source and following a standard format for citation.	organization, development, substance, and style are	parts of speech (e.g., conceive, conception,
		Supreme Court majority opinions	W.12.9 Draw evidence from literary or informational texts to support analysis,	appropriate to purpose, audience, and a range or formal and informal tasks.	conceivable).
		and dissents) and the premises, purposes, and arguments in	reflection, and research.	and informal tasks.	
		works of public advocacy (e.g.,	(a) Apply grades 12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of	SL.12.6 Adapt speech to a variety of contexts and tasks,	
		The Federalist, presidential	American literature, including how two or more texts from the same period treat	demonstrating a command of formal English when	
		addresses).	similar themes or topics").	indicated or appropriate.	
			(b) Apply grades 12 Reading standards to literary nonfiction (e.g., "Delineate and		
			evaluate the reasoning of seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court Case		
			majority opinions and dissents] and the premises, purposes, and arguments in works		
			of public advocacy [e.g., <i>The Federalist</i> , presidential addresses]").		
		<u> </u>	<u> </u>	<u> </u>	<u> </u>

Unit	Reading: Literature	Reading:	Writing	Speaking and Listening	Language
Information	RL.12.1, RL.12.2 and	Informational Text	W.12.4, W.12.5, W.12.9 and W.12.10 apply to each	SL.12.1 and SL.12.6 apply to each unit.	L.12.1, L.12.2, L.12.4 (a), (b) apply
	RL.12.10 apply to each	RI.12.1, RI.12.2 and	unit.		to each unit.
	unit.	RI.12.10 apply to each			
		unit.			
5	RL.12.1 Cite strong and	RI.12.1 Cite strong and thorough	W.12.3 Write narratives to develop real or imagined experiences or events	SL.12.1 Initiate and participate effectively in a range of	L.12.1 Demonstrate the command of the
	thorough textual evidence to	textual evidence to support	using effective technique, well-chosen details, and well-structured event	collaborative discussions (one-on-one, in groups, and	conventions of standard English grammar and
Wo(Man)	support analysis of what the	analysis of what the text says	sequences.	teacher-led) with diverse partners on <i>grade 12 topics</i> ,	writing or speaking.
4/20/15	text says explicitly as well as inferences drawn from the text,	explicitly as well as inferences drawn from the text, including	(a) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of	texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	(a) Apply the understanding that usage is a matter of convention, can change over time,
to	including determining where	determining where the text	view, and introducing a narrator and/or characters; create a smooth	(a) Come to discussions prepared, having read and	and is sometimes contested.
6/17/15	the text leaves matters	leaves matters uncertain.	progression of experiences or events.	researched material under	(b) Resolve issues of complex or contested
(Instructional Days: 40.5)	uncertain.		(b) Use narrative techniques, such as dialogue, pacing, description,	study; explicitly draw on that preparation by referring to	usage, consulting references (e.g., Merriam-
Ctudents compare and	RL.12.2 Determine two or more	RI.12.2 Determine two or more central ideas of a text and analyze	reflection, and multiple plot lines, to develop experiences, events, and/or	evidence from texts and other research on the topic or	Webster Dictionary of English Usage, Garner's
Students compare and contrast what men and	themes or central ideas of a text	their development over the	characters. (c) Use a variety of techniques to sequence events so that they build on	issue to stimulate a thoughtful, well-reasoned exchange of ideas.	Modern American Usage) as needed.
women do and think in	and analyze their development	course of the text, including how	one another to create a coherent whole and build toward a particular tone	(b) Work with peers to promote civil, democratic	L.12.2 Demonstrate the command of the
various poems, essays,	over the course of the text,	they interact and build on one	and outcome (e.g., a sense of mystery, suspense, growth, or resolution).	discussions and decision making, set clear goals and	conventions of standard English
memoirs and fiction from	including how they interact and	another to provide a complex	(d) Use precise words and phrases, telling details, and sensory language to	deadlines, and establish individual roles as needed.	capitalization, punctuation, and spelling when
around the world. In addition	build on one another to produce	analysis; provide an objective	convey a vivid picture of the experiences, events, setting, and/or characters.	(c) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a	writing.
to new texts, students may reread familiar texts with a	a complex account; provide an objective summary of the text.	summary of the text.	(e) Provide a conclusion that follows from and reflects on what is	hearing for a full range of positions on a topic or issue;	(a) Observe hyphenation conventions.(b) Spell correctly.
fresh focus on gender roles.	objective summary of the text.	RI.12.3 Analyze a complex set of	experienced, observed, or resolved over the course of the narrative.	clarify, verify, or challenge ideas and conclusions; and	(b) Spen correctly.
Evidence-based writing	RL.12.3 Analyze the impact of	ideas or sequence of events and		promote divergent and creative perspectives.	L.12.4 Determine or clarify the meaning of
focuses on crafting narratives	the author's choices regarding	explain how specific individuals,	W.12.4 Produce clear and coherent writing in which the development,	(d) Respond thoughtfully to diverse perspectives;	unknown and multiple-meaning words and
that depict real or imagined experiences or events	how to develop and relate elements of a story or drama	ideas, or events interact and develop over the course of the	organization, and style are appropriate to task, purpose, and audience.	synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible;	phrases based on <i>grade 12 reading and</i> content, choosing flexibly from a range of
involving classic or modern	(e.g., where a story is set, how	text.	W.12.5 Develop and strengthen writing as needed by planning, revising,	and determine what additional information or research is	strategies.
male and female archetypes.	the action is ordered, how the		editing, rewriting, or trying a new approach, focusing on addressing what is	required to deepen the investigation or complete the task.	(a) Use context (e.g., the overall meaning of a
	characters are introduced and		most significant for a specific purpose and audience.		sentence, paragraph, or text; a word's
	developed).		W 13 C Use technology including the Internet to produce publish and	SL.12.5 Make strategic use of digital media (e.g., textual,	position or function in a sentence) as a clue to the meaning of a word or phrase.
			W.12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing	graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings,	(b) Identify and correctly use patterns of word
			feedback, including new arguments or information.	reasoning, and evidence and to add interest.	changes that indicate different meanings or
					parts of speech (e.g., conceive, conception,
			W.12.9 Draw evidence from literary or informational texts to support	SL.12.6 Adapt speech to a variety of contexts and tasks,	conceivable).
			analysis, reflection, and research. (a) Apply grades 12 Reading standards to literature (e.g., "Demonstrate	demonstrating a command of formal English when indicated or appropriate.	L.12.6 Acquire and use accurately general
			knowledge of eighteenth-, nineteenth-, and early-twentieth-century	пписатей от арргорпате.	academic and domain-specific words and
			foundational works of American literature, including how two or more		phrases, sufficient for reading, writing,
			texts from the same period treat similar themes or topics").		speaking, and listening at the college and
			(b) Apply grades 12 Reading standards to literary nonfiction (e.g.,		career readiness level; demonstrate
			"Delineate and evaluate the reasoning of seminal U.S. texts, including the application of constitutional principles and use of legal reasoning {e.g., in		independence in gathering vocabulary knowledge when considering a word or
			U.S. Supreme Court Case majority opinions and dissents] and the premises,		phrase important to comprehension or
			purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i> ,		expression.
			presidential addresses]").		